Index *Young Children*, Volume 57, January through November 2002

By author

Alcott-Miller, D. (JULY) 18–24
Andersen, S.R. (JAN) 60–61
Anderson, S.J. (NOV) 58
Blagojevic, B. (JULY) 18–24
Blank, H. (JAN) 66–69
Brandon, R.N. (MAY) 58–65
Breslin, D. (JAN) 95
Bucar, D. (JAN) 73–79
Bullard, J.A. (MAY) 16–19
Cameron, H. (JAN) 33–38
Christie, J.F. (MAR) 46–54
Clemens, S.G. (MAY) 44–51
Colker, L.J. (SEPT) 10–11
Conezio, K. (SEPT) 12–18
Cosco, N. (MAY) 32–34
Courtney, R. (SEPT) 34–40
Cunningham, B. (NOV) 10–15
Danoff-Burg, J.A. (SEPT) 42–46
Davis, R.A. (NOV) 66–71
de Marquez, T.M. (NOV) 90–94
DeBord, K. (MAY) 32–34
Deyarmond, J. (JAN) 33–38
Dickinson, D.K.(MAR) 10–18
DiNatale, L. (SEPT) 90–95
Drummond, T. (NOV) 82
Eaton, D.E. (JAN) 23
Edelman, J. (MAR) 75-77
Edwards, C.P. (JULY) 10–17
Eichberg, A. (MAY) 66–72
Elicker, J. (NOV) 50–54
Engelbrecht, J.A. (NOV) 66–71
Esch, G. (JAN) 90–91
Espiritu, E. (SEPT) 71–78
Fairchild, R. (SEPT) 80
Flicker, E.S. (SEPT) 82–89
Flis, D. (JULY) 36–38
Flynn, L.L. (MAY) 20–26
French, L. (SEPT) 12–18
Frost, J.L. (MAY) 36–42
Gable, S. (JULY) 42–46
Gadsden, V. (NOV) 32–42
Galper, A. (SEPT) 11, 47
Gartrell, D. (MAR) 36–43
Genishi, C. (JULY) 66–72
Ginsberg, M.R. (*see* Observations and Reflections)
Goffin, S. (*see* Accreditation Reinvention)
Gross, T. (MAY) 44–51
Guha, S (MAY) 90–93
Gundling, R. (*see* Professional Development [SEPT])
Habeeb, S. (JAN) 27–28
Harwood, M. (JULY) 86–90
Hess, K. (JULY) 26–28
Hestenes, L.L. (MAY) 32–34
Hoffman, J.A. (SEPT) 82–89
Hoisington, C. (SEPT) 26–32
Hopkins, A.R. (JAN) 40–47
Howley-Pfeifer, P. (NOV) 60–65
Hunter, T. (JAN) 89
Hyson, M. (*see* Professional Development)
Isbell, R.T. (MAR) 26–30
Jensen, B.J. (MAY) 16–19
Joesch, J.M. (MAY) 58–65
Jones, J. (SEPT) 34–40
Kagan, S.L. (MAY) 58–65
Keating, B.-L.H. (JAN) 33–38
Kieff, J. (MAY) 20–26
Kleinfeld, J.S. (JULY) 86–90
Koralek, D. (JAN) 8, 25–26; (MAR) 8–9; (MAY) 8–9; (JULY) 8–9; (NOV) 8–9
Leftin, G. (JULY) 18–24
Levin, D.E. (JULY) 18–24
Livingston, R. (NOV) 66–71
Long, E. (JAN) 90–91
Lothrop, C. (JULY) 18–24
Maher, E.J. (MAY) 58–65
Maloney, M.S. (SEPT) 48
Marino, E. (JAN) 95
Matthews, K. (NOV) 86–89
Mayshark-Stavely, M. (JULY) 18–24
McDermott, J. (JULY) 91
McGinnis, J.R. (MAY) 28–30; 32–34
Meier, D.R. (SEPT) 71–78
Moore, R.C. (MAY) 32–34
Moore, T. (JULY) 84–85
Moriarty, R.F. (SEPT) 20–24
Mulcahey, C. (JAN) 80–87
Neelly, L.P. (JULY) 80–83
Nielsen, D.M. (JAN) 9–14
Novick, R. (MAY) 84–89
Ostvold, O. (JULY) 18–24
Perry, G. (*see* New Books)
Pizzolongo, P. (NOV) 9, 15
Porter, T. (JAN) 25–26
Raikes, H. (JULY) 10–17
Rath, L.K. (MAR) 80-87
Ray, A. (NOV) 32–42
Reisman, S. (JAN) 27–28
Ripple, C.H. (MAY) 58–65
Rivkin, M.S. (MAY) 9, 42
Robinson, A. (SEPT) 58–59
Rofrano, F. (JAN) 49–51
Roskos, K.A. (MAR) 46–54
Rowley, R. (JULY) 48
Rump, M. (NOV) 18–20
Sanders, K. (NOV) 44–48
Sargent, P. (NOV) 22–30
Schon, I. (JULY) 92–95
Schulman, K. (JAN) 66–69
Scott, D.M. (MAR) 73–74; (SEPT) 54–55
Seefeldt, C. (SEPT) 11, 47
Sexton, S. (JULY) 26–28
Shidler, L (JAN) 92–94
Simmons, C.N. (MAY) 94–95
Simons, B. (MAR) 89
Smith, K.L. (MAR) 90–94
Soundy, C.S. (MAR) 20–24
St. Clair, J.P. 87–88
Stacey, S. (JAN) 33–38
Stavely, T. (JULY) 18–24
Stephenson, A. (MAY) 10–14
Stout, N.L. (MAR) 20–24
Strader, W.H. (JULY) 73–77
Stremmel, A.J. (SEPT) 62–70
Sutterby, J.A. (MAY) 36–42
Tabors, P.O. (MAR) 10–18
Thornburg, K.R. (*see* From Our President [JAN] through [SEPT])
Villazana-Price, N. (SEPT) 71–78
Warner, L. (JULY) 73–77
Watson, L. (NOV) 10–15
Weaver, R.H. (JAN) 16–22
Wein, C.A. (JAN) 33–38
Wesley, P.W. (JULY) 30–34
Whaley, C. (MAR) 31–34
White, M. (MAY) 43
Whitebook, M. (MAY) 66–72
Wiechel, J. (*see* From Our President [NOV])
Wong, M.K. (SEPT) 71–78
Zibulsky, J. (NOV) 16–17

By subject

Some regularly appearing features and columns in *Young Children* are listed first, by name and only with issue date and page numbers

Accreditation Reinvention
(JAN) 57–58; (MAR) 72; (MAY) 75–83; (SEPT) 52–53; (NOV) 72–73

Editor's Picks
(SEPT) 7, 81; (NOV) 95

From Our President
(JAN) 6–7; (MAR) 6, 74; (MAY) 6; (JULY) 6–7, 78; (SEPT) 6; (NOV) 6

FYI
(JAN) 48; (MAR) 35; (MAY) 93; (JULY) 49; (SEPT) 49; (NOV) 80

In Memoriam
Beryl Campbell (JULY) 64
Jane Ilene Davidson (MAY) 74
Ruth Jefferson (JULY) 64
Henry Morgan (JAN) 59
Theodora Buckland Reeve (MAR) 58

New Books
(JAN) 06; (MAR) 96; (JULY) 96; (SEPT) 95–96; (NOV) 112

Observations and Reflections
(JAN) 56; (MAR) 58; (MAY) 74; (JULY) 65; (SEPT) 57; (NOV) 83

Professional Development
(JAN) 66–69; (MAR) 78–79; (MAY) 56–57; (SEPT) 60–61; (NOV) 76–78

Readers Write
(MAR) 7, 95; (MAY) 7, 96; (JULY) 7, 95; (NOV) 7

Washington Update
(JULY) 79; (SEPT) 79

Accreditation
- commission recommendations (MAY) 20–26
- facilitation projects and self-study (JULY) 36–38
- family child care professionals (JAN) 23
- validaior roles in the next era (SEPT) 54–55

Administration
- grants writing demystified (NOV) 66–71
- recruiting male teachers (NOV) 10–15

Advocacy
- changing the early childhood culture to increase male involvement (NOV) 44–48
- early childhood education, a priority (MAR) 75–77
- financing early childhood education (SEPT) 58–59
- increasing gender diversity and why (NOV) 50–54
- recruiting male teachers (NOV) 10–15
- social change and children's needs (JAN) 60–61
- why so few men in child care? (NOV) 22–30
- the words we use (NOV) 82

Assessment/Evaluation
- documenting early science learning (SEPT) 34–40
- measuring quality of outdoor learning environments (MAY) 32–34
- research on literacy learning (SEPT) 71–78
- teacher research and personal growth (SEPT) 62–70

Attachment
- enriched father-son combo (NOV) 16–17
- in relationship-based care settings (JULY) 10–17

Child Care
- compensation and infrastructure (MAY) 58–65
- family involvement has positive effect (SEPT) 90–95
- support—shortcomings/assistance (JAN) 66–69
- worthy wages policy and intitiatives (MAY) 66–72

Classroom Environment
- rooms that feel like home (JULY) 48

Curriculum
- art appreciation home/school link (JAN) 80–88
- children's introduction to entomology (SEPT) 42–47
- contributions of singing (JULY) 84–85
- for creating world peace (NOV) 90–94
- field trips as the core (NOV) 86–89
- math integrated into play (MAY) 90–92
- raising butterflies (NOV) 60–65
- science and preschoolers' fascination (SEPT) 12–18
- science inquiry for 3- to 5-year-olds (SEPT) 20–24
- toddlers with dolls without faces (JAN) 33–38

Curriculum (cont'd)
using finger puppets (JAN) 90–91

Developmentally Appropriate Practice
successes in statewide program (JULY) 36–38

Diversity, Cultural and Linguistic
honoring diversity in teaching (NOV) 90–94
picture books in Spanish (JULY) 92–94
Spanish-English link to families (MAY) 94–96
teacher in a different culture (SEPT) 48

Early Intervention/At-Risk
for children with fetal alcohol syndrome (JULY) 86–90
collaborating teachers and specialists (JULY) 30–33
fathers—a missing piece (NOV) 18–20

English Language Learners
research shows need for adaptive curricula (JULY) 66–70

Environments/Outdoors
assessment tool for quality preschool settings (MAY) 32–34
field trips as curriculum (NOV) 86–89
play kitchens for messy, sensory experiences (MAY) 16–19
playgrounds supporting fitness (MAY) 36–41
special needs adaptations (MAY) 20–26
tapping resources for learning (MAY) 28–30
water and toddler investigations (MAY) 10–14

Families
as education partners (JAN) 95
father as primary caregiver (NOV) 16–17
guiding teachers of a child with Apert syndrome (JULY) 91
involved in programs (SEPT) 90–95
parent response to "good job" article (SEPT) 80
parents as first teachers (MAY) 94–96
support language development (MAR) 10–18
take-home art appreciation kits (JAN) 92–94
TV puppet characters inspire reading together (MAR) 80–87; 87–88

Family Child Care
accreditation/professional development (JAN) 23
career profile of a provider (JAN) 25–26
partnerships with organizations (JAN) 27–28
provider training/military families (JAN) 9–14
research on master providers (JAN) 16–22

Family Involvement
engaging fathers/issues and concerns (NOV) 32–42
fathers with children with special needs (NOV) 18–20
men in the lives of children, readings (NOV) 8–9, 15

Guidance
approach based on developmental skill (SEPT) 82–89
learning from an inclusive friendship (JULY) 26–28
listening to what we say to children (JAN) 92–94
replacing time-out with guidance (MAR) 36–43
sharing a *Young Children* article (SEPT) 80
therapeutic value of the sand tray (MAR) 89

Health, Emotional
helping young children grieve (JAN) 40–47
recognizing fetal alcohol syndrome (JULY) 86–90
relationship-based approaches in infant/toddler care (JULY) 10–17

Inclusion
adaptations to enhance outdoor play (MAY) 20–26
a mother writes about her child's disability (JULY) 91
team approaches with special needs (JULY) 30–33
an uncommon friendship (JULY) 26–28

Individualizing
one-on-one attention times (MAR) 20–24
quality care that counts (JULY) 42–47

Infants
caring as curriculum (JAN) 49–51
relationship-based care approaches (JULY) 10–17

Kindergarten
PBS show engages young readers (MAR) 80–87; 87–88
playgrounds for fitness (MAY) 36–41
as school readiness transition (MAY) 84–89
take-home art appreciation kits (JAN) 80–88

Language and Literacy
empowers children's conflict resolution (MAY) 89–89
learning skills through play (MAR) 46–54
movement/dance as narrative writing (MAR) 90–94
naptime communication rituals (MAR) 20–24
PBS show inspires reading (MAR) 80–87; 87–88
project promoting teacher research (SEPT) 71–78
quilting the teaching of reading (JAN) 73–79
science as something to talk about (SEPT) 12–18
support from parents/teachers (MAR) 10–18
telling and retelling stories (MAR) 26–30

Mathematics
learning through play (MAY) 90–92
NAEYC/NCTM position on engaging 3- to 6-year-olds (JULY) 60–62

Music and Movement
children learning to breathe and sing (JULY) 80–81
narrative writing through dance (MAR) 90–94
overcoming adult fear of singing with children (JULY) 84–85

Play
opportunities for enrichment (MAY) 28–30
in outdoor mud center kitchen (MAY) 16–19
unrestricted, outdoor toddler fun (MAY) 10–14

Preschool
children paint a tragedy (MAY) 44–51
community experiences as curriculum (NOV) 86–89
engaging fathers in programs (NOV) 32–42
home-school support of language (MAR) 10–18
inclusive classroom friendship (JULY) 26–28
learning with found items/dirt/water (MAY) 16–19
learning words to solve conflict (MAY) 84–89
literacy learning in storytelling (MAR) 26–30
literacy skills through play (MAR) 46–54
math concepts taught in play (MAY) 90–92
naptime communication rituals (MAR) 20–24
nature study in the school garden (NOV) 60–65
playgrounds and fitness (MAY) 36–41
positive alternatives to time-out (MAR) 36–43
providing quiet "space away" (MAR) 89
telling/dictating their own stories (MAR) 31–34
understanding death and grief (JAN) 40–47

Primary
children as natural storytellers (MAR) 31–34
encouraging classrooms (MAR) 36-43
fitness and playgrounds fit for children (MAY) 36–41
language and literacy in play (MAR) 46–54
literacy tool of storytelling (MAR) 26–30
multicultural education for peace (NOV) 90–94
raising butterflies in a school garden (NOV) 60–65
story reading teaches social lessons (MAY) 84–89
teaching reading in 9 patches (JAN) 73–79
TV programming and reading (MAR) 80–87

Professionalism/Professional Development
in accreditation facilitation projects (JULY) 36–38
commitment in family child care (JAN) 25–26
confronting biases against male inclusion (NOV) 44–48
developing facilitators of science inquiry (SEPT) 20–24
family child care built-in training (JAN) 27–28
growth through research/inquiry (SEPT) 62–70
increasing/keeping men in teaching (NOV) 22–30; 50–54
letting children know we care (JAN) 49–51
listservs for early childhood networking (JULY) 18–24
master family child care providers (JAN) 16–22
National Board certification (SEPT) 60–61

new practitioners' welcome (JAN) 60–61
provider training—military model (JAN) 9–14
publishing a quality newsletter (JULY) 73–77
responsive approach to teaching (JAN) 89
teacher research group on literacy (SEPT) 71–78
workshops on finger puppets (JAN) 90–91

Programs
recruiting male teachers (NOV) 10–15
support through grants writing (NOV) 66–71

Public Policy
financing quality early childhood education (MAY) 58–65
public investment in early care/education (MAY) 66–72

Research
English language learners (JULY) 66–70
longitudinal study language/literacy (MAR) 10–18
teacher research fosters professionalism (SEPT) 62–70
teachers study children's language learning (SEPT) 71–78

Science
butterflies become research topic (NOV) 60–64
documentation for learning assessment (SEPT) 34–40
exploring/questioning is science (SEPT) 12–18
introducing entomology (SEPT) 42–47
photographs help children analyze/question (SEPT) 26–32
preparing teachers to teach (SEPT) 20–24

Social/Emotional
art as the medium for expression (MAY) 44–51
guidance techniques in encouraging classrooms (MAR) 36–43
one-on-one attention times (MAR) 20–24
sand trays as stress-free time away (MAR) 89
self-control that benefits and supports (SEPT) 82–89
supportive/inclusive friendship (JULY) 26-28

Staffing
affording program quality, higher compensation (MAY) 58–65
a financed system of early childhood education (SEPT) 58–59
policies/initiatives for workforce compensation (MAY) 66–72

Storytelling
by children as a teaching tool (MAR) 31–34
as language/literacy learning (MAR) 26–30
narrative writing through dance (MAR) 90–94

Teaching
with caring attention (JULY) 42–47
children with fetal alcohol syndrome (JULY) 86–90
and children with special needs (JULY) 91; (JULY) 30–33
creating a total-presence attitude (JAN) 49–51
curricula from the surroundings (JAN) 89
a lesson on listening (MAY) 43
problems men face in early childhood (NOV) 22–30
reading to first-graders (JAN) 73-79
in a room that feels like home (JULY) 48
singing with children, creating calm (JULY) 84–85
using photographs as analyzing tools (SEPT) 26–32
valuing men in early childhood (NOV) 10–15
a year in Japan (SEPT) 48

Toddlers
explore dolls without faces (JAN) 33–38
investigate water and teach the teacher (MAY) 10–14
supportive relationships in daily care (JULY) 10–17

United States Postal Service

Statement of Ownership, Management, and Circulation

1. Publication Title	2. Publication Number	3. Filing Date
YC Young Children	0 0 4 4 _ 0 7 2 8	10/01/02
4. Issue Frequency	5. Number of Issues Published Annually	6. Annual Subscription Price
Bimonthly in Jan., March, May, July, Sept. & Nov.	Six (6)	$50.00

7. Complete Mailing Address of Known Office of Publication *(Not printer) (Street, city, county, state, and ZIP+4)*
National Association for the Education of Young Children
1509 16th St., NW
Washington, DC 20036-1426
Contact Person: Jack Zibulsky
Telephone: 202-232-8777, x12430

8. Complete Mailing Address of Headquarters or General Business Office of Publisher *(Not printer)*
National Association for the Education of Young Children
1509 16th St., NW
Washington, DC 20036-1426

9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor *(Do not leave blank)*
Publisher *(Name and complete mailing address)*
National Association for the Education of Young Children
1509 16th St., NW
Washington, DC 20036-1426
Editor *(Name and complete mailing address)*
Derry Koralek c/o National Association for the Education of Young Children
1509 16th St., NW
Washington, DC 20036-1426
Managing Editor *(Name and complete mailing address)*
Jack Zibulsky c/o National Association for the Education of Young Children
1509 16th St., NW
Washington, DC 20036-1426

10. Owner *(Do not leave blank. If the publication is owned by a corporation, give the name and address of the corporation immediately followed by the names and addresses of all stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, give the names and addresses of the individual owners. If owned by a partnership or other unincorporated firm, give its name and address as well as those of each individual owner. If the publication is published by a nonprofit organization, give its name and address.)*

Full Name	Complete Mailing Address
National Association for the Education	National Association for the Education
of Young Children	of Young Children 1509 16th St., NW Washington, DC 20036-1426

11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box → ☒ None

Full Name	Complete Mailing Address

12. Tax Status *(For completion by nonprofit organizations authorized to mail at nonprofit rates) (Check one)*
The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes:
☒ Has Not Changed During Preceding 12 Months
☐ Has Changed During Preceding 12 Months *(Publisher must submit explanation of change with this statement)*

PS Form **3526**, October 1999 *(See Instructions on Reverse)*

13. Publication Title: YC Young Children	14. Issue Date for Circulation Data Below: September 2002	
15. Extent and Nature of Circulation	Average No. Copies Each Issue During Preceding 12 Months	No. Copies of Single Issue Published Nearest to Filing Date
a. Total Number of Copies *(Net press run)*	105,798	107,120
b. Paid and/or Requested Circulation (1) Paid/Requested Outside-County Mail Subscriptions Stated on Form 3541. *(Include advertiser's proof and exchange copies)*	96,643	96,741
(2) Paid In-County Subscriptions Stated on Form 3541 *(Include advertiser's proof and exchange copies)*	0	0
(3) Sales Through Dealers and Carriers, Street Vendors, Counter Sales, and Other Non-USPS Paid Distribution	302	474
(4) Other Classes Mailed Through the USPS	646	949
c. Total Paid and/or Requested Circulation *(Sum of 15b. (1), (2),(3),and (4))*	97,591	98,164
d. Free Distribution by Mail *(Samples, complimentary, and other free)* (1) Outside-County as Stated on Form 3541	0	0
(2) In-County as Stated on Form 3541	0	0
(3) Other Classes Mailed Through the USPS	250	250
e. Free Distribution Outside the Mail *(Carriers or other means)*	1,158	1,140
f. Total Free Distribution *(Sum of 15d. and 15e.)*	1,408	1,390
g. Total Distribution *(Sum of 15c. and 15f)*	98,999	99,554
h. Copies not Distributed	6,799	7,566
i. Total *(Sum of 15g. and h.)*	105,798	107,120
j. Percent Paid and/or Requested Circulation *(15c. divided by 15g. times 100)*	98.6%	97.2%

16. Publication of Statement of Ownership
☒ Publication required. Will be printed in the Nov. 2002 issue of this publication. ☐ Publication not required.

17. Signature and Title of Editor, Publisher, Business Manager, or Owner
Director of Editorial Production
Date: 10/1/2002

I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including civil penalties).

Instructions to Publishers

1. Complete and file one copy of this form with your postmaster annually on or before October 1. Keep a copy of the completed form for your records.
2. In cases where the stockholder or security holder is a trustee, include in items 10 and 11 the name of the person or corporation for whom the trustee is acting. Also include the names and addresses of individuals who are stockholders who own or hold 1 percent or more of the total amount of bonds, mortgages, or other securities of the publishing corporation. In item 11, if none, check the box. Use blank sheets if more space is required.
3. Be sure to furnish all circulation information called for in item 15. Free circulation must be shown in items 15d, e, and f.
4. Item 15h., Copies not Distributed, must include (1) newsstand copies originally stated on Form 3541, and returned to the publisher, (2) estimated returns from news agents, and (3), copies for office use, leftovers, spoiled, and all other copies not distributed.
5. If the publication had Periodicals authorization as a general or requester publication, this Statement of Ownership, Management, and Circulation must be published; it must be printed in any issue in October or, if the publication is not published during October, the first issue printed after October.
6. In item 16, indicate the date of the issue in which this Statement of Ownership will be published.
7. Item 17 must be signed.

Failure to file or publish a statement of ownership may lead to suspension of Periodicals authorization.

PS Form **3526**, October 1999 *(Reverse)*